Darwin Initiative: Final Report

Darwin Project Information

Project reference	24-026
Project title	Integrating Traditional Knowledge into National Policy and Practice in Guyana
Country(ies)	Guyana
Lead organisation	Royal Holloway University of London (RHUL)
Partner institution(s)	World Conservation Monitoring Centre, UNEP, UK (WCMC) North Rupununi District Development Board, Guyana (NRDDB) Ministry of Amerindian Affairs, Guyana (MoAA) South Central Peoples Development Organisation, Guyana (SCPDA) Environmental Protection Agency, Guyana (EPA) Cobra Collective, UK (CC)
Darwin grant value	£411,613
Start/end dates of project	1st July 2017 to 31st July 2021
Project leader'sname	Jay Mistry
Project website/blog/social media	http://www.cobracollective.org/tag/darwin Facebook: @CobraCollectiveUK Twitter: @project_cobra
Report author(s) and date	Jay Mistry (RHUL), Deirdre Jafferally (MoAA), Sean Mendonca (EPA), Lisa Ingwall-King (WCMC), Rebecca Xavier (NRDDB), Grace Albert (CC). Circulated to all partners for feedback on 23/8/21. Date of report: 23rd September 2021

1 Project Summary

The Global Biodiversity Outlook 5 showed that the world was making insufficient progress towards Aichi Biodiversity Target 18 (incorporating traditional knowledge [TK] into national legislation and relevant international obligations) due to “limited support, recognition and capacity”. Furthermore, many countries’ fifth national reports to the CBD acknowledged that they lacked information, capacity and/or resources to progress with Aichi Target 18. Although there is increasing recognition for the importance of traditional knowledge within biodiversity conservation and poverty alleviation, there has been insufficient focus on the development and testing of participatory, transparent and evidence-based processes for traditional knowledge inclusion.

Guyana is part of the Guiana Shield, an area of 2.5 million km^2 containing an estimated 10-15% of the world’s freshwater reserves, and the world's largest contiguous block of tropical forest. Acknowledging the role of traditional knowledge in maintaining the biodiversity of the region, in 2009, Guyana’s Environmental Protection Agency developed a three-year strategy document - Traditional Knowledge Biodiversity Integration Strategy & Action Plan: Preserving Traditions, Driving Innovation & Growth. Although progress was made on some of the actions and priorities, a changing policy context in biodiversity (Aichi Targets), development (SDGs) and climate change (REDD+) meant that there was an urgent need to enhance traditional knowledge inclusion.

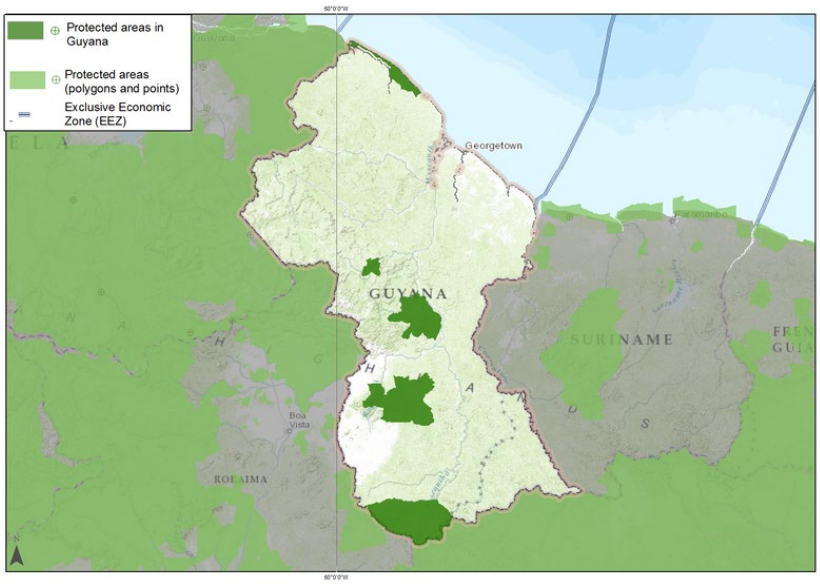

Figure source: https://www.biodiversitya-z.org/content/guyana

The aim of this project was to provide policy-level guidance, capacity development and research-led experience for incorporating traditional knowledge into conservation and sustainable development decision-making, monitoring and policy. Working in Guyana, this would be through: evaluating the opportunities and barriers to traditional knowledge integration using case studies focused on protected areas management; streamlining a participatory cross-scalar process to incorporate local traditional knowledge at the national scale, and; developing a Traditional Knowledge National Action Plan (TKNAP) for that can be used as a model of best practice for other countries of the Guiana Shield and worldwide. Guyana’s progress, due to its valuable biodiversity, will help determine global progress with Aichi Target 18.

This map shows the five protected areas of Guyana. We aimed to work with Indigenous communities living in and around Guyana’s five protected areas that hold biodiversity of global significance and critically endangered species; Kanuku Mountains, Shell Beach, Kaieteur National Park, Iwokrama Forest, and the Kanashen Amerindian Protected Area (Annex 7.1).

2 Project Partnerships

The lead institution is Royal Holloway University of London (RHUL). Partners in Guyana are: North Rupununi District Development Board (NRDDB), Ministry of Amerindian Affairs (MoAA), South Central Peoples Development Association (SCPDA), Environmental Protection Agency (EPA). Partners in the UK are UN Environment Programme -World Conservation Monitoring Centre (UNEP-WCMC) and the Cobra Collective (CC). The Protected Areas Commission

(PAC), Kanuku Mountains Community Representative Group (KMCRG), and National Toshaos Council (NTC) in Guyana also supported the delivery of the project.
The partnership was developed following the success of Project Cobra (http://www.cobracollective.org/portfolio/project-cobra), an EU-funded project working on Indigenous community owned solutions to conservation and development challenges throughout the Guiana Shield region of South America. Traditional knowledge was a cross-cutting theme of the project and on completion in 2015, actors in Guyana identified the need to move traditional knowledge beyond empirical propositions to a position where it is adopted in practical and policy interventions. The EPA, PAC and NRDDB, in particular, wanted to see greater inclusion of traditional knowledge into conservation decision making.
Over the course of the project, we had two formal partner meetings each year, where planning for activities was discussed, results presented, and decisions made (Annex 7.2 for minutes of each meeting). In the final year of the project, as a result of the Covid pandemic, meetings were scheduled online which prohibited some of our Indigenous organisation partners to attend (lack of connectivity). We therefore scheduled one-to-one meetings with them when travel was possible to gain their inputs and feedbacks. There were no NRDDB, SCPDA or KMCRG meetings in 2020 from the start of Covid. NRDDB had its first meeting of 2021 on the 16thJuly and Dr Jafferally attended and reported on the project. KMCRG plans its meeting for the 25th August, and despite the project ending, either Dr Jafferally or a Senior Community Researcher from the NRDDB will try and attend.
Since the start of 2020, we have been trying to engage more strongly with the National Toshaos Council (NTC) who are the representative body for all Indigenous communities across Guyana. We have had partner meetings at the NTC offices involving NTC members, and in Year 4 we again engaged the NTC Secretariat to provide an overview of the results from national consultations on the TKNAP that were undertaken March to May 2021. This meeting saw the Executive Director, the Projects Coordinator and several members of the out-going Executive body being engaged in meaningful discussions focused on the latest version of the TKNAP and proposed next steps that would support the approval and implementation at the Ministry level. As the project was in its final month, the opportunity to share some of the major research findings from work with Indigenous communities was taken.
Professor Jay Mistry as the Project Leader coordinated and oversaw delivery of the project outputs. She provided technical support and academic guidance to the research elements in particular, ensuring robustness and credibility. She oversaw the monitoring and evaluation of the project, and was responsible for liaising and reporting to the Darwin Initiative. Ms Jennifer Rose undertook a 3-month graduate placement with Royal Holloway and worked in the first year on collating examples from around the world of traditional knowledge inclusion into policy. The project was also supported by Mrs Jenny Thornton and Mr Malcolm Kelsey who worked on the production of training materials, and by Mr Philip Smith for financial management and reporting.
Throughout the project, we faced the challenge of working with government institutions, namely the amount of administrative effort and time required to maintain collaboration and to assure participation in specific events/activities. The two full-time positions of Dr Deirdre Jafferally at the MoAA (in-country project coordinator) and Mr Sean Mendonca at the EPA (Policy and Technical Officer) continued to assist in strengthening relationships and fostering participation and collaboration. They were pivotal in ensuring the tasks were completed and that the relevant agencies were informed of progress, as well as for ongoing project dissemination within the partner institutions. At the MoAA, they were supported by Ms Sharon Hicks (Permanent Secretary), Mr Anil Roberts (Principal Regional Development Officer) and at the EPA by Ms Stacy Lord (Senior Environmental Officer, Multilateral Environmental Agreements).
The NRDDB was also a committed partner in managing finances and delivering all the on the ground field activities through its community researchers, Ms Rebecca Xavier (senior community researcher), Ms Ena George (community researcher). Mr Bernie Robertson (community researcher), Mr Ryan Benjamin (senior community researcher) and Mr Nimrod Parks (community researcher). As Executive Director and member of the NRDDB respectively, Mr Ivor Marslow and Mr Mike Williams provided important inputs at the organisational level, and attended partner meetings. Mrs Gilyan Alvin (Finance Manager) supported by Ms Rosalinda Alexander (Accounts Clerk) managed the day to day expenses and organisation financial reporting.

The Cobra Collective's senior community researcher, Ms Grace Albert, worked alongside the NRDDB researchers throughout the project, and six interns (Luke Philips, Marshalla Perry, Betsy Alvin, Devon Alvin, Ena George and Nimrud Parks – the latter two went on to work for the NRDDB full-time) provided specific community, logistical and participatory video support to the project. Other Cobra Collective staff, particularly Ms Claudia Nuzzo were important in supporting the community researchers through participatory video training (done online in Year 4), producing tutorial videos and through producing M&E participatory videos. In addition, the Cobra Collective worked on a video focused on women, and the completion of the www.communityownedsolutions.org website that hosts the community owned solutions video database.

Working together, SCPDA and KMCRG helped to deliver activities for the communities associated with the Kanuku Mountains Protected Area, which including the participation of a KMCRG staff member, Mr Neville Adolph, to the project. He accompanied NRDDB community researchers on several community visits and workshops. As leaders of SCPDA and KMCRG, Mr Nicholas Fredericks, Mr Rudolph Roberts and Mr Russian Dorrick kept track of the project and attended partner meetings.

The PAC through the Deputy Commissioner Ms Odacy Davis continued to support the project, and the project has contributed to various PAC traditional knowledge events and initiatives including a major workshop in Lethem held by the RENFORSAP Project on the theme "transmitting living culture" and to give presentations on this project's Protected Areas and Traditional Knowledge and Methods being used to integrate traditional knowledge into policy and practice. Dr Jafferally also contributed to the PAC's midterm review of the Kanuku Mountains Protected Area Management Plan and management planning for the Botanical Gardens in Georgetown, especially focusing on issues related to people engagement and environmental management. However, in Year 4, as a result of the pandemic and an unresolved national election, scheduled PAC community visits which the project was hoping to accompany were not possible and staff availability was limited.

UNEP-WCMC led the policy level work and much of the capacity building activities at a national level, as well as the liaisons with the Advisory Committee. Dr Lisa Ingwall King led and undertook the majority of the work for the project, but the following colleagues were also working on larger deliverables for the project; Ms Audrey Burnes (supported the development of the e-module work), Ms Carla Bengoa (supported the development of the policy brief and the global online event), Ms Katherine Despot-Belmonte (managed the project while Dr Ingwall King was on maternity leave). Other staff involved in minor parts of the project were; Dr Hilary Allison, Dr Claire Brown, Dr Neil Burgess – senior staff; Ms Haf Davis, Ms Laura Mack, Ms Cecilia Antonini – supported the communication and dissemination work; Ms Heather Bingham, Ms Holly Griffin – reviewed some outputs, Ms Elena Trust, Ms Anna Krusic, Mr Paul Allum and Anne Shaw – supported the admin and finance part of the project. In addition, MPhil student Ms Rebecca Boslough from the University of Cambridge and volunteer Mr Alexander Gangur undertook their placements with UNEP-WCMC, and worked on a traditional knowledge good practice review and a training needs assessment in Guyana, respectively.

The British High Commission, particularly High Commissioner Mr Greg Quinn, was a champion for the project for most of its duration (left in August 2020). Mr Quinn held a couple of events at his residency in Georgetown, including the project's launch event (see http://projectcobra.org/darwin-initiative-project-launched-in-guyana/), and an important partner meeting and dissemination event (see media report: https://youtu.be/m8RvZhOvNdA). He also contributed letters of support directly at Guyanese government ministries at key project milestones.

3 Project Achievements

3.1 Outputs

Output 1– we achieved "*A robust evidence base of traditional knowledge integration from protected areas case studies*" through collecting traditional knowledge indicator data, identifying community owned solutions, developing participatory video films on protected areas (PA)

challenges and concerns, facilitating a video dialogue through the screening of these videos, and developing community owned solutions videos for PAs. There is no baseline for this output.

We completed 9 videos on traditional knowledge and protected areas, 21 short videos on traditional knowledge as part of community training, and 8 in-depth videos focused on specific community owned solutions (Indicator 1.1, target: Guyana-wide database with at least 15 examples). We developed and have been maintaining the database for hosting the videos, www.communityownedsolutions.org, and populated the site with content as we received consent from the communities to share the videos publicly (MoV 1.1). A verbal report on progress was presented to partners in November 2020 and May 2021 (Annex 7.2), and a final report "Community owned solutions for biodiversity conservation in Guyana" (Annex 7.3) has been shared and published on the project's website (MoV 1.1).

We developed three traditional knowledge indicator sets identified through the community owned solutions approach, disaggregated for women and age, for Indigenous communities associated with the Iwokrama, Kanuku Mountains and Kanashen PAs (Indicator 1.2, target: three protected areas, disaggregated for women and age). These were presented back to the communities for feedback and comments. Documents and records from all community owned solutions workshops are confidential and can be made available on request. Findings were analysed and summarised in the final report "Developing a baseline for assessing traditional knowledge in Guyana" (Annex 7.4) presented at the partner meeting in May 2021and published on the project's website (MoV 1.2).

We undertook three video-mediated communications between local communities and relevant decision-makers on traditional knowledge for the Iwokrama, Kanuku Mountains and Kanashen PAs (Indicator 1.3, target: three protected areas). Findings were analysed and summarised in the final report "Video-mediated dialogue for traditional knowledge inclusion in Guyana" (Annex 7.5), which includes pre-evaluation and discussions of screenings of participatory videos to decision-makers to assess response and actions, and community feedback to the decision-makers (MoV 1.3). The report was presented at the partner meeting in May 2021 and published on the project's website (MoV 1.3).

With all the outputs finalised, we are putting together a package to send back to all the Indigenous communities that participated in the project. This will comprise of all the community videos created from the project, including the M&E, the training manuals, the e-module in pdf format, and project briefing.

Output 2 – we achieved "*Increased capacity for traditional knowledge integration at local, national and regional scales*" through capacity building activities based on the methodological approaches and findings of Output 1. There is no baseline for this output.

We facilitated five community peer-to-peer knowledge exchange processes between communities of the Iwokrama and Kanuku Mountains PAs (Indicator 2.1, target: at least five). A report of the exchanges, including pre- and post-evaluation can be found in Annex 7.6 (MoV 2.1). We developed dedicated training materials for the exchanges, including a handbook (Annex 7.7) and video tutorials (https://vimeo.com/showcase/8662445) (MoV 2.1). These are all freely available on the project website at https://cobracollective.org/resources. A M&E participatory video of the exchanges can be found at https://vimeo.com/showcase/8860417.

We trained 62 staff from governmental and non-government organisations in the community owned solutions approach and development of traditional knowledge action plans, of which 25 were male and 37 were female (Indicator 2.2, target: at least 30 with significant representation of women, and Indicator 2.3, target: at least 20 with significant representation of women). Of these, five participants (3 women, 2 men) were from the Guiana Shield countries of Suriname and French Guiana. We assumed that many people working at the national level would be able to speak English, and we didn't have resources to develop training materials or facilitate training in Spanish/Portuguese. This probably restricted greater participation from Guiana Shield countries. Nevertheless, we far exceeded our expectations in the Guyanese individuals and organisations participating in the training events.

A report of the training events, including evaluations can be found in Annex 7.8 (MoV 2.2 and 2.3). We developed dedicated training materials for the training, including a handbook (Annex

7.9), video tutorials (https://vimeo.com/showcase/8662445) and an e-module (https://traditionalknowledge.unep-wcmc.org) (MoV 2.2 and 2.3). These are all freely available on the project website at https://cobracollective.org/resources.

A Train the Trainer session was undertaken with participants from key Guyana government agencies and the University of Guyana, as a way of sustaining and increasing the awareness of the importance of traditional knowledge and the methodologies used in the project. This event was well received, and the Trainer's Guide titled 'Traditional knowledge and community owned solutions in conservation and development' was shared, and is anticipated to be a useful resource to support the traditional knowledge champions work to sustain and progress this area of work. Furthermore, a global dissemination event was organised online to share the project key findings and outputs, including the Trainer's guide (see Output 4 below). At this event we had more than 300 people registered, with a dominance of participants from Latin America. Follow up e-mails with the key outputs and training material were shared with 30 government officials from different Latin America countries.

Output 3 – we achieved "*A National Action Plan for Traditional Knowledge*". There is no baseline for this output.

In Year 1, we produced a review on traditional knowledge in national policies (Indicator 3.1, target: 1 report) (MoV 3.1, Annex 7.10) which formed a baseline for subsequent yearly assessments (see Outcome Indicator 0.1). We also produced yearly analyses of traditional knowledge integration from protected areas into policy and practice (Indicator 3.2, target: 4 annual reports), and presented these at our partner meetings (MoV 3.2, Annex 7.11). In Year 3, we produced a draft Traditional Knowledge National Action Plan (TKNAP) (Indicator 3.3, target: 1 draft plan) using data analysed from the project (MoV 3.3, Annex 7.12). Together with project partners and the National Toshaos Council, we then produced and implemented a schedule for national public consultations of the TKNAP over Year 4 (Annex 7.13). Using the discussions and feedback received, we produced the final TKNAP (Indicator 3.4, target: 1 final plan, Annex 7.14) which was presented to all stakeholders and partners, and published on the project website (MoV 3.4).

Output 4 – we achieved "*Best practice guidelines on traditional knowledge integration, disseminated regionally and internationally*" through the development of a coherent communication and dissemination strategy which included the establishment of a website and social media campaign. There is no baseline for this output.

The production of best practice guidance for training in the community owned solutions approach and for developing traditional knowledge nation action plans were combined (Indicators 4.1 and 4.2, target: 1 toolkit, 1 policy briefing, 1 e-module and 1 webinar) in the form of a toolkit comprised of a manual (Annex 7.9), policy briefing (Annex 7.15a,b, in English and Spanish), e-module (https://traditionalknowledge.unep-wcmc.org), and webinar (https://vimeo.com/612415979).These are published on the project website at https://cobracollective.org/resources. In addition, the Trainers Guide has been uploaded to the CBD Clearing House, the NBSAP Forum and the Policy Brief (in English and Spanish) and the Trainer's Guide have been uploaded to the Global ABS Community (MoV 4.1 and 4.2).
The toolkit, resources produced and findings of the project were disseminated at community, national and international events where possible (Indicator 4.3, target: at least 3 events, see Annex 3 Standard Measures 14a and 14b for examples). As a result of Covid-19, many planned international events such as the CBD COP were postponed and/or with limited participation. Thus, we took the decision to organise our own online international event "Traditional knowledge for global biodiversity and development goals" on the 12th July 2021 (MoV 4.3). The event was conducted in English and Spanish, and had over 300 registrants and 118 participants from across the world and from government, civil society and academic organisations. Details and a recording of the session can be found at https://cobracollective.org/news/traditional-knowledge-for-global-biodiversity-and-development-goals. We disseminated project resources to all the registrants, including the training manual and policy briefings, and hope to continue tracking downloads from the website (MoV 4.3). This

material was well received by many, and the IIED (UK) asked for permission to include the policy brief in a recent blog they published.

The project regularly used the website and associated Facebook and Twitter accounts to disseminate project related news and content (Indicator 4.4, target: two types of content posted per month for the length of the project). We posted at least two types of content a month on either the website (see http://www.cobracollective.org/tag/darwin/), Facebook (@CobraCollectiveUK) or Twitter (@project_cobra) (MoV 4.4).

Two peer-reviewed journal articles were produced (Indicator 4.5, target: 2 articles). The first "Assessing the state of traditional knowledge at national level" was submitted, revised, and re-submitted to the journal Global Environmental Change (awaiting outcome). The second "Video-mediated dialogue for promoting equity in protected areas conservation" has been submitted to an invited special issue in the journal Oryx on conservation and human rights. This latter paper has also been accepted in a session led by the Forest Peoples Programme at the Anthropology and Conservation conference in October 2021. Working paper versions of these articles (Annex 7.16 and 7.17) are published on project website (MoV 4.5) and the final papers will be available under open access.

3.2 Outcome

Our Outcome was "*Development of a participatory, transparent and evidence-based process for traditional knowledge integration which meets biodiversity and poverty alleviation goals, is reflected in national policy and can be replicated elsewhere*". We feel this has been achieved, evidenced as follows:

Outcome Indicator 0.1 New/improved policies/strategies for traditional knowledge integration are proposed by Guyana's national government [target: production of National Action Plan for Traditional Knowledge] (by end of project). There is no baseline for this indicator.

We have produced a Traditional Knowledge National Action Plan (TKNAP) for Guyana (Annex 7.14) through participatory, transparent and evidence-based processes with Indigenous communities and representative organisations. Over the project period, we have been engaging directly and regularly with Indigenous communities, government agencies and non-governmental organisations on traditional knowledge, and more specifically over the last two years on the TKNAP. We feel there is greater awareness within Guyana on the role of traditional knowledge for biodiversity conservation and Indigenous cultures, as seen by a gradual but concrete improvement in how traditional knowledge is being integrated into national policies by different sectors (MoV 0.1, see Annex 7.10 for traditional knowledge integration assessment from project start in 2017 to 2021).
Despite the limitations of Covid-19 and a contested national election in 2020, we managed to engage the Ministry of Amerindian Affairs and the National Toshaos Council to take greater interest and ownership over the TKNAP, shown by their close collaboration in the design and implementation of the TKNAP national consultations (Annex 7.13). This is still an ongoing process, and relies on resourcing, especially of staff dedicated to TKNAP implementation. On this front, letters through the EPA were forwarded to a wide cross section of stakeholders – both governmental, NGOs and CSOs, in efforts to share the project's efforts in developing such a draft policy. Through a questionnaire, the actions being proposed were shared and organizations were guided in considering which actions (if any) that they might already be contributing to and also which actions may be of particular importance or interest, and would ultimately see themselves contributing to the execution of such action(s). Significantly, the UNESCO's programme on Local and Indigenous Knowledge Systems (LINKS) has taken a special interest in the project and its outcomes, and Chief of Section Nigel Crawhall has indicated some funding in 2022 and 2023 to support Guyana in the implementation of the TKNAP. He convened a meeting on the 23rd August 2021 with the NTC, MoAA and project staff, as well as other UNESCO representatives, to discuss next steps in getting the TKNAP actions implemented and the document to be embedded in Guyanese policy (Annex 7.18).

Outcome Indicator 0.2 Percentage of Indigenous communities living in and around protected areas having their traditional knowledge taken into account in the development of the National Action Plan for TK [target: at least 60% of the people living in and around protected areas will have been consulted to share their knowledge] (by end of project). There is no baseline for this indicator.
We are reporting on average 51% (range 11-78%) of the people living in and around protected areas were consulted in the development of the TKNAP through community workshops, participatory video and screenings (MoV 0.2), which is the figure from before the Covid pandemic. This figure is probably higher as we carried out additional community visits, peer-to-peer knowledge exchange and the TKNAP consultations, but estimating numbers as a percentage of communities is difficult. Annex 7.19 provides a breakdown of different project activities and numbers of participants, also disaggregated by gender.

Outcome Indicator 0.3 Number of national protected areas with improved biodiversity conservation outcomes and new/improved management plans that take local livelihoods and cultural values of different groups (particularly of women and youth) into account [target: 3 protected areas] (by end of project).
We achieved this through the production of participatory video films on traditional knowledge and protected areas challenges and concerns / community owned solutions, and their communication through video-mediated dialogues (Output 1). We used participatory video M&E to evaluate the impact of the project, see https://vimeo.com/showcase/8860417 and Annex 7.20 (MoV 0.3a). Although Covid delayed the review and update to protected areas management plans, we showed how the protected areas agencies aim to take traditional knowledge inclusion further in their work, for example by ensuring all staff have taken the traditional knowledge course developed by the project, using the video-mediated dialogue process in communications with communities, and expanding outreach and awareness raising activities. We facilitated three video-mediated dialogues between the Iwokrama, Kanuku Mountains and Kanashen PAs management and associated communities. Through this process, several actions and commitments were made by the PA management to change practices and plans of the protected area (MoV 0.3b, Annex 7.5), also expressed in written form (Annex 7.21a,b).

Outcome Indicator 0.4 Best practice guidelines for traditional knowledge integration are disseminated to the National Focal Points of the Convention on Biological Diversity of the Guiana Shield governments and other key staff at government and non-governmental organisations identified through the project work [target: at least 2 countries] (by end of project)
We achieved this through the international event that we organised on the 12th July 2021 which involved over 300 people worldwide, covering 55 countries (see Section 3.1, Output 4). Following the event, we disseminated project findings and resources (policy briefing also in Spanish) to all the South American registrants to the event, and received written confirmation of material received from 14 national officers including Colombia (5), Ecuador (1), Guyana (5), Mexico (1), Peru (1) and Venezuela (1) (MoV 0.4, records contain personal data and can be made available on request).

3.3 Monitoring of assumptions

We monitored the Outcome and Output assumptions throughout the project, aided by our project partners MoAA and EPA (government agencies) and the NRDDB, SCPDA and KMCRG (Indigenous organisations working with Indigenous communities). Through them, and our close relationship with the former British High Commissioner, Mr Greg Quinn, we were able to continually monitor the local and national situation, and act accordingly.

At the local level, Indigenous communities were interested and active in the project throughout its lifetime, and particularly with the participatory video approach, they willingly participated in community meetings, training and screenings. At the national level, we had excellent engagement in the capacity building events, with relevant staff in national agencies enthusiastically participating in the project. The challenging aspect was working with decision-makers. Our assumption “Guyanese institutions, especially government agencies, remain committed to traditional knowledge / biodiversity conservation integration, poverty alleviation,

respect for human rights and sustainable development, and are willing to implement policy changes to achieve these goals", held true throughout the project, but involved considerable effort from in-country project staff to maintain relations and communications with agencies, particular face-to-face meetings. This became impossible during the pandemic, and together with the disputed national election of March 2020, caused some political and economic instability affecting project activities. For example, we were relying on the Protected Areas Commission (PAC) to support our visits to the Shell Beach and Kaieteur PAs, but Covid safety issues and the uncertainty of PAC's structure and funding under the new government, meant that we had to change strategy and focus our work on the three PAs that we had already engaged with and were easier to reach.

Another assumption we had in terms of capacity building and dissemination to Guiana Shield countries is that most individuals working in national agencies and organisations would speak English. However, we found that this was not the case, and that to have greater participation from these countries we would have needed resources for Spanish/Portuguese translation and facilitation.

3.4 Impact: achievement of positive impact on biodiversity and poverty alleviation

The anticipated impact of this project is "*The traditional knowledge of Guyana's Indigenous communities is respected, reflected and fully integrated in the governance and management of the country's unique and rich biodiversity*". We believe that we have created the appropriate structures and processes to ensure a contribution to improved voice and representation for Indigenous communities to conservation decision-making, and for this to have positive knock on effects on people's livelihoods and biodiversity.

We have produced a Traditional Knowledge National Action Plan (TKNAP) (Indicator 0.1) (Annex 7.14) which is evidence-based and directly informed by in-depth engagement with Indigenous communities living in and around PAs (Indicator 0.2) (Annex 7.19). Furthermore, we have embedded the use of participatory video and video-mediated dialogue to facilitate information sharing between protected areas (as well as other decision-makers) and their associated communities on traditional knowledge and issues important to their livelihoods and conservation (Indicator 0.3) (Annex 7.3, 7.4 and 7.5). This is supported by greater capacity and recognition by staff working directly with Indigenous communities within government and non-governmental organisations on the ways in which to respectfully and appropriately engage with Indigenous communities and their knowledge, as well as an understanding of the Indigenous rights and the role of traditional knowledge in conservation (Annex 7.8). We have developed three key methodological approaches to assess and monitor traditional knowledge – indicators and participatory video at the community level (Annex 7.4 and Annex 7.16), video-mediated dialogue between communities and decision makers (Annex 7.5 and Annex 7.17), and policy review (Annex 7.10) at the sectoral level – thus allowing monitoring and evaluation of traditional knowledge inclusion over time.

4 Contribution to Darwin Initiative Programme Objectives

4.1 Contribution to Global Goals for Sustainable Development (SDGs)

This project aimed to make progress towards SDG targets 1.4, 1.5, 2.3, 2.4, 2.5, 4.7, 5b, 12.2, 15.1, 15.2, 15.5, 15.9, and 16.7. We have contributed towards targets 1.4 and 1.5 through the process of documenting community owned solutions that support ownership and control over land and natural resource management, and build resilience. We have contributed towards targets 2.3, 2.4, 2.5 through the process of documenting community owned solutions that support Indigenous agriculture and forest farming. We have contributed towards targets 4.7 and 5b through community workshops and training, and the positive involvement of men, women and young people. We have gathered a body of evidence that supports the sustainable management and efficient use of natural resources by Indigenous peoples (target 12.2) and that also protects terrestrial and inland freshwater ecosystems (targets 15.1, 15.2, 15.5). We have contributed to ensuring responsive, inclusive, participatory and representative decision-making at all levels (target 16.7) through our video-mediated dialogue process where participatory video films of concerns and issues about protected areas management were

screened to decision-makers, and through the development of the Traditional Knowledge National Action Plan for Guyana.

4.2 Project support to the Conventions or Treaties (e.g. CBD, Nagoya Protocol, ITPGRFA, CITES, Ramsar, CMS, UNFCCC)

This project has had a strong focus and link to the Aichi target 18 from the Strategic Plan for Biodiversity (2011-2020) and Article 8(j) of CBD in particular. The project was developed and designed with the goal of supporting Guyana and other countries progress on respecting, protecting and maintaining traditional knowledge, innovations and practices of Indigenous and local communities relevant for the conservation and sustainable use of biodiversity. The project has worked directly with Guyana's CBD focal point the EPA, the Ministry of Amerindian Affairs and the Protected Area Commission. The work has included many areas, one of the key ones has been the development of the Traditional Knowledge National Action Plan, which is a recognised document to support the implementation of Article 8(j) of the CBD. Another key area of work that supports the Conventions has been through an extensive capacity building programme with relevant Government agencies, but also other Indigenous Peoples rights organisations and local Indigenous peoples organisations on the importance of traditional knowledge, and the new methodologies of community owned solutions and participatory video to safeguard traditional knowledge and as an approach to facilitate participation of Indigenous peoples and their traditional knowledge in decision making. In addition to this work, several one to one meetings and project partner's meeting throughout the project has targeted key government officials to ensure their involvement and commitment to progress the inclusion of traditional knowledge and Indigenous people's rights in national policy and management.

Furthermore, the project also aimed at contributing to other Aichi Targets (11, 14 and 16) and we have also discussed with the EPA the relevance of traditional knowledge to ABS and the Nagoya Protocol, thus encouraging the Agency's efforts to pursue such policy development in efforts to contribute further to the on-going ABS work in Guyana.

In addition to the contribution to the CBD progress on traditional knowledge, practices and innovation of Indigenous peoples and local communities, the project's work in this area also contributes towards improvements for Target 10 of the Ramsar Strategic Plan (2016-2024), as this target has a similar goal as Aichi Target 18.

We also participated and contributed to the Second Global Thematic Dialogue for Indigenous Peoples and Local Communities on the CBD's Post-2020 Global Biodiversity Framework in December 2020.

4.3 Project support to poverty alleviation

The main beneficiaries of this project are Indigenous communities, many of whom live within and sustainably use biodiversity, but have limited say in the governance and management of that biodiversity, especially with regards to protected areas. Indigenous poverty is intimately associated with low self-esteem, feelings of helplessness, marginalisation and disempowerment. This project therefore aimed to address the root causes of Indigenous poverty by providing a mechanism through which their traditional knowledge can be respected and integrated into management strategies for protected areas and beyond. Providing voice and representation, but also valuing traditional knowledge as a legitimate form of knowledge at policy level, will thus contribute towards more socially just outcomes for Indigenous groups.

We have contributed to improved human development and wellbeing through the development of a Traditional Knowledge National Action Plan (TKNAP) for Guyana (Indicator 0.1 and 3.4) which explicitly takes into account the views and knowledge of Indigenous peoples (Indicator 0.2, 1.1 and 1.2). Traditional knowledge is the basis of biodiversity conservation, local livelihoods and culture, thus the TKNAP plays a pivotal role in sustainable resource management and helping to alleviate poverty. Through the use of participatory video and our peer-to-peer knowledge exchange (Indicators 1.1 and 2.1), we increased the capacity of Indigenous communities to reflect on their traditional knowledge issues and solutions, while providing a means to act collectively to influence decision-making. At the organisational level, we contributed to increasing the capacity of Indigenous associations for research and communications, new partnerships with decision-makers, insight on solutions and advocacy resources (Annex 7.20 and https://vimeo.com/showcase/8860417). We facilitated video-

mediated dialogues between Indigenous communities and protected areas managers (Indicator 1.3), that helped to enable more transparent discussions on issues of equity around protected areas and actions from managers to address them (Indicator 0.3). Recognising and valuing Indigenous knowledge, worldviews and rights is a critical step for decision-makers and national agencies to have better practices of engagement with Indigenous communities, as well as for agenda setting, and programme planning and delivery. Our capacity building training has significantly contributed towards this (Indicator 2.2 and 2.3), and our training resources and best practice guidance (Indicator 4.1 and 4.2) will provide the basis of embedding this training into institutional structures.

4.4 Gender equality

We ensured participation from men, women and young people in all our community work (Indicators 1.1, 1.2 and 1.3). During community workshops and training, people were divided in male, female and youth groups to provide a safe environment to encourage women and youth to express their views and opinions. The participatory video process always sought diverse voices from the community (Indicator 1.1, see http://communityownedsolutions.org/video-post/indigenous-women-keepers-of-our-sacred-knowledge/ for video focused on women) and the traditional knowledge indicator sets (Indicator 1.2) developed by the project considered women and young people as separate groups. The video-mediated dialogue process has involved significant representation from women within protected areas agencies (Indicator 1.3). Our traditional knowledge training events (Indicator 2.2) involved 37 females from a total of 62 participants. The Traditional Knowledge National Action Plan (TKNAP) intends to consider gender equality through its monitoring and evaluation plan, and indicators involving building capacity and access to funding disaggregate for gender. Consideration was also taken during the TKNAP consultation process when engaging Indigenous communities to ensure women were present and that they participated in discussions.

Gender equality has been central to the management of the project. The PI, co-PI, and in-country project coordinator were women. At the community level, 14 out of 25 community researchers were female. At the NRDDB and Cobra Collective, 3 out of 6 Indigenous researchers were women.

4.5 Programme indicators

- **Did the project lead to greater representation of local poor people in management structures of biodiversity?**

The development of the Traditional Knowledge National Action Plan (TKNAP) for Guyana also ensures greater respect, recognition and rights for Indigenous peoples in Guyana (Indicator 0.1). Through the video-mediated dialogue process, Indigenous communities have greater voice and representation in the management and governance of protected areas (Indicator 0.2 and 0.3).

- **Were any management plans for biodiversity developed and were these formally accepted?**

The development of new management plans for the protected areas was unfortunately pushed back, due to political circumstances in Guyana and the Covid pandemic. However, the Traditional Knowledge National Action Plan (TKNAP) for Guyana (Indicator 0.1) includes a recognition of the role of Indigenous peoples in the conservation of biodiversity, and so although not a management plan for biodiversity per se, it will play an important role in contributing to biodiversity conservation in the country.

- **Were they participatory in nature or were they 'top-down'? How well represented are the local poor including women, in any proposed management structures?**

The Traditional Knowledge National Action Plan (TKNAP) for Guyana (Indicator 0.1) is a transparent and evidence-based document that was developed with Indigenous communities throughout the country (as described in Section 3). It is to be led by the Ministry of Amerindian

Affairs and the National Toshaos Council, but during the public consultation of the document, feedback showed that Indigenous communities themselves want to take responsibility and ownership over many actions. Thus Indigenous communities are fully integrated into the policy, including specific focus on youth who are generally most marginalised in these communities.

- **How did the project positively influence household (HH) income and how many HHs saw an increase?**

The project did not have any indicators related to household income.

- **How much did their HH income increase (e.g. x% above baseline, x% above national average)? How was this measured?**

The project did not have any indicators related to household income.

4.6 Transfer of knowledge

Our knowledge transfer took place at three levels. At the community level, our peer-to-peer knowledge exchange (Indicator 2.1) helped Indigenous communities associated with different protected areas to exchange knowledge and skills on their community owned solutions, issues and concerns about their traditional knowledge, as well as on how they were collaborating with protected areas authorities. At a national level, our video-mediated dialogue process (Indicator 1.3) helped to transfer knowledge and experiences from Indigenous communities to decision-makers, and to contribute to developing more trustworthy and transparent relationships to tackle the practical challenges of conservation. At the international level, our online workshop on the 12th July 2021 (Indicator 4.3) helped to disseminate project findings and more importantly, the methods and tools tested and developed by the project, to an international audience of policy makers, practitioners and academics.

4.7 Capacity building

In the work we did in Indigenous communities to produce Output 1 (Indicators 1.1, 1.2 and 1.3), we worked through peer researchers, namely people trained in each village to be researchers in their own community using participatory video. Then through the peer-to-peer knowledge exchange (Indicator 2.1), we built further capacity to share and reflect on community owned solutions. Thus we carried out extensive capacity building at community level. In addition, through the traditional knowledge training course, which was held at three occasions, we engaged with staff working in government agencies, academia and NGOs (Indicator 2.2 and 2.3), mainly from Guyana but with participation from Suriname and French Guyana, to build their understanding and skills in traditional knowledge and its contribution to conservation.

5 Sustainability and Legacy

We feel that the TKNAP is a project achievement that will endure. Our planned exit strategy was to reach a sustainable end point, where a national plan for traditional knowledge is used as official reporting for the Guyanese government on CBD Goals and targets, as well as for ABS and SDGs. Perhaps the TKNAP may not be implemented in its totality, but the specific actions will be carried out by specific organisations. For example, we have built a unique traditional knowledge capacity building training programme, including an e-learning module and webinar. During the development of this course, and in our training events, it was clear that all participants and organisations acknowledged the value of such capacity building for their institutions' staff. In fact, organisations engaged, including the EPA, University of Guyana and the Guyana Forestry Commission have already shown interest in continuing and rolling out the components of the training programme to their staff.

As mentioned in Section 3.2, the UNESCO's programme on Local and Indigenous Knowledge Systems (LINKS) has taken a special interest in the project and its outcomes, and the Chief of Section Nigel Crawhall convened a meeting on the 23rd August 2021 to discuss a way forward for TKNAP implementation. Although the project has ended, the project team are committed to support the Indigenous/government organisations in this process.

At the community level, part of our legacy was to develop capacity for Indigenous communities to take ownership over the processes of documenting and communicating their traditional knowledge and their views to decision-makers, as well as to other communities across the

country. And for staff working in government agencies and civil society organisations to better understand traditional knowledge and community owned solutions, so it can feed into their practices and policies. On these two points, we feel we have made a change. Indigenous communities see the benefits of using participatory video as a tool to communicate with others and for documenting their practices for their own communities; for example, during the Covid-19 lockdown in March 2020, communities used participatory video to gather information about the pandemic and disseminate safety protocols to their members. Our Indigenous organisation partners, the NRDDB, SCPDA and KMCRG, have also indicated that they aim to use participatory video to gauge community opinions and to communicate information to decision-makers (Annex 7.20, https://vimeo.com/showcase/8860417).

In terms of in-country project staff, Dr Deirdre Jafferally (Cobra Collective) will continue to support the NRDDB and will be contributing to a new project on monitoring deforestation and flooding in the North Rupununi, as well as Fisheries Management and documenting of traditional stories including the use of the application Terrastories. Senior Indigenous researchers, Ms Rebecca Xavier (NRDDB) and Ms Grace Albert (Cobra Collective) will be joining Dr Jafferally on the new project working for the NRDDB. Rebecca Xavier was also elected as a councillor for her community of Wowetta and the Deputy Toshao for Annai Village in the Rupununi, and will have important local governance responsibilities. Mr Sean Mendonca will continue to work at the Environmental Protection Agency in Guyana, allowing him to pursue opportunities to reference and make use of project research outputs and resources.

6 Lessons learned

The major challenges we have had in the project were working with government agencies and within the policy arena. These include slow response times, a general lack of 'joining up the dots' between departments within ministries and between ministries, and some resistance to taking ownership of actions. We tried to mitigate this through direct one-to-one and face-to-face meetings within individuals (rather than sending out group messages), but it was very time and energy consuming. This was not helped by the pandemic, and a vote of no confidence in the government in December 2018, subsequent campaigning throughout 2019, and a disputed election in March 2020 which was only resolved in August 2020. The result was our government level partners being 'distracted' and under-resourced. In addition, with the change in government, the new administration perceived the project as belonging to the previous government (and party), thus were slow in engaging with us. On reflection, we could have focused the project entirely on the community level, and tried to build processes and structures there for implementing a traditional knowledge policy. However, we wouldn't have been able to have the country-wide coverage. If we had to do it again, we would have included the National Toshaos Council as a partner right from the start as they have the remit to push specific policies and activities affecting Indigenous peoples. So the main lesson learnt is that choose your partners carefully (assessing their spheres of influence), be prepared to be very flexible and responsive when working in the policy arena and with government, and be aware that the risks are quite high when working on policy and that objectives might not be met.

6.1 Monitoring and evaluation

The major approved change in project design was a reduction, from five to three, in the number of protected areas communities to work with, and a four month no-cost extension. Both of these changes were due to the Covid-19 pandemic (see Section 8).

Over the project duration, the PI, Co-PI, In-country Project Coordinator and Policy Officer met on average every month (either online or in-person) to review progress. Also, whenever the PI was in Guyana, she took the opportunity to engage with project partners and other stakeholders to discuss any issues with project progress. As a project team, we regularly reviewed the logframe indicators to ensure we were on track, to ensure that the means of verification for the indicators were being collected, and to assess if any changes were needed. At each partner meeting we presented project progress and findings, sought advice and decisions, and reviewed the project's logical framework, associated indicators and the Theory of Change (Annex 7.22). Our collective meetings, as well as the regular on-to-one meetings with partners and stakeholders was a good way to collect feedback for our M&E. This was

complemented by our Advisory Committee; due to the international representation of members and limited funds, the meetings occurred online and were sometimes split depending on availability of members living in different time zones (Annex 7.23). Over the course of the project, these meetings provided useful insights from other international contexts, feedback on specific project outputs such as the TKNAP and training resources, as well as advice on approaches, for example the participatory M&E.

As part of our M&E and evidence or Indicator 0.3, we developed a participatory M&E which we undertook with communities, Indigenous organisations, decision-makers and for the peer-to-peer knowledge exchange (see Annex 7.20). Four M&E videos are available at https://vimeo.com/showcase/8860417.

6.2 Actions taken in response to annual report reviews

Our last annual report was for Year 3. In this, the reviewer suggested to submit a change request as a result of Covid-19, which we did in October 2020. In addition, they asked if it was possible at the late stage of project implementation to think of (or provide) evidence for poverty alleviation attributable to project interventions. The project did not have any quantitative measures for poverty reduction, but we feel we have made a significant contribution towards this as described in Section 4.3.

7 Darwin identity

We used the Darwin Initiative logo on all the project promotional material, at dissemination events, presentations as well as on all written project meeting reports. The logo has also been used on outputs of the project, including videos and reports. The project is distinct and has a clear identity as it is not part of a larger programme, and we stated on all promotional materials and in talks that the Darwin Initiative is a programme of the UK government. The former British High Commissioner in Guyana (left in August 2020), Mr Greg Quinn, was particularly supportive of the project. He regularly met with project staff and disseminated project work through his Twitter account. He hosted project events at his residence where he talked explicitly about the Darwin Initiative and the UK government's commitments to biodiversity conservation and local livelihoods. We regularly posted content about the project on our website and social media channels (see Section 3), and wherever appropriate, we linked to the @Darwin_Defra account.

8 Impact of COVID-19 on project delivery

Covid-19 hit just as the project was entering its final year. As well as UK partners going in lockdown, Guyanese partners and Indigenous communities firstly had disruptions, and then lockdown from March 2020 onwards. Although all project staff worked remotely as best as possible, juggling childcare, poor Internet, and for our Indigenous researchers, a lack of regular electricity, meant that work was slow and limited. We decided to submit a change request in order to reduce our logframe indicators, namely the number of protected areas communities we could effectively work with, from five to three, to focus on Guyana related activities and remove any wider engagements with neighbouring countries (other than through online activities). We continued to work on existing video material and desk-based reports, and decided to develop an online component to the training course which was first offered to participants in November 2020.

From January 2021, field activities resumed, albeit under restricted conditions and with safety measures in place. The Guyanese project team members assessed health and safety for Covid, working closely with village leaders on safety measures and access. In line with Indigenous customs of communal provision and sharing of food at events, but with Covid safety measures in mind, we provided snacks at meetings/visits, but this was done at the end of the session as people were leaving to go home. All screenings took place in the evening to

allow for use of outdoor venues and to facilitate social distancing. Sanitiser and masks were provided at all meetings and screenings to ensure everyone's safety. To note that during the last year, two of our Indigenous project staff and one UK staff contracted Covid, with the latter suffering from long Covid to the end of the project.

Since January 2021, we were able to complete the remaining activities including national public consultations of the TKNAP and peer-to-peer knowledge exchanges. We were hoping for a more extended M&E process, but it had to be limited within the ongoing ups and downs of Covid cases in Guyana. We have found that the more theoretical aspects of our training are well adapted to online offerings, and that international travel could be reduced with more online meetings. Nevertheless, the practical elements of training and the importance of fieldwork to monitor and evaluate methodologies, approaches and impacts requires presence in-country. In addition, the majority of Indigenous communities and our Indigenous partner organisations had no or limited access to Internet, and their participation would be limited without extension field visits.

Traditional knowledge is fundamental for building resilience to events such as pandemics. We were awarded a Darwin Initiative Covid-19 Rapid Response grant to investigate "Covid-19 impacts on Indigenous food sovereignty, livelihoods and biodiversity, Guyana". This project took place between January and March 2021, and focused on assessing the impacts of Covid-19 on Indigenous traditional farming, identified as critical for Indigenous livelihoods and biodiversity from this project. Findings of the project aimed to inform policies incentivising Indigenous food sovereignty, biodiversity conservation and resilience, as well as to feed into the TKNAP. The full report of the project can be found in Annex 7.24. We received an A+ grade for this project with the comment from the reviewer "*The use of participatory video to record storytelling and its subsequent use to initiate dialogue between communities and government agencies is a technique that deserves a wider audience. The report of the project (annex 1) is an excellent example of clear, concise reporting – and in the context of the pandemic represents a wonderful historic / anthropological record of how indigenous communities perceived and lived through the Covid period*".

9 Finance and administration

9.1 Project expenditure

Project spend (indicative) sincelast annual report	2020/21 Grant (£)	2020/21 Total actual Darwin Costs (£)	Variance %	Comments (please explain significant variances)
Staff costs (see below)				
Consultancy costs				
Overhead Costs				
Travel and subsistence				
Operating Costs				
Capital items (see below)				
Others (see below)				
TOTAL				
Project spend (indicative) since last annual report				
Staff costs (see below)				
Consultancy costs				
Overhead Costs				
Travel and subsistence				
Operating Costs				
Capital items (see below)				
Others (see below)				
TOTAL				

Staff employed (Name and position)	Cost (£)
Prof Jay Mistry RHUL PI	
Deirdre Jaffarelly NRDDB Coordinator	
Rebecca Xavier NRDDB Researcher	
Ena George NRDDB Researcher	
Sean Mendonca EPA Coordinator	
Grace Albert CC	
Claudia Nuzzo CC	
Lisa Ingwall King WCMC	

Audrey Burns WCMC	
Hilary Allison WCMC	
Cecilia Antonini WCMC	
Carla Bengoa WCMC	
Claire Brown WCMC	
Haf Davies WCMC	
Laura Mack WCMC	
Neil Burgess WCMC	
Finance & Admin Staff WCMC	
TOTAL	

Capital items – description	**Capital items – cost (£)**
TOTAL	

Other items – description	**Other items – cost (£)**
Project audit – yet to be completed – estimated cost in line with budget	
TOTAL	

9.2 Additional funds or in-kind contributions secured

Source of funding for project lifetime	**Total (£)**
New additional funding:	
Research England through Royal Holloway to trial autonomous wifi zones in Indigenous communities	
Research England through Royal Holloway to undertake public consultations of the Traditional Knowledge National Action Plan.	
Woodspring Trust to support peer-to-peer knowledge exchange between Indigenous communities	
Darwin Initiative Covid-19 Rapid Response grant to investigate Covid-19 impacts on Indigenous food sovereignty, livelihoods and biodiversity, Guyana	
In-kind funding:	
Department of Geography, Royal Holloway University of London	
RHUL salary, including Professor Jay Mistry	
WMCM salaries, including Dr Lisa Ingwall-King	

EPA salaries	
MoAA salaries	
PAC salaries	
NRDDB salaries, office costs, fieldwork and national travel	
SCPDA salaries	
CC training resources, equipment, website	
TOTAL	

Source of funding for additional work after project lifetime	**Total (£)**
Guyanese Ministry of Culture to work on traditional nature-related Makushi stories, responding directly to actions in the Traditional Knowledge National Action Plan.	
Small Grant Programme (UNDP Guyana) to cover travel and subsistence costs to work with the Shell Beach and Kaieteur associated communities, and to contribute towards further consultations of the Traditional Knowledge National Action Plan (TKNAP) with the National Toshaos Council.	
TOTAL	

9.3 Value for Money

We believe that our co-design of this project with partners and Indigenous communities, and our participatory methodological approaches, have been fundamental to the effectiveness and successes of the project and value for money. Although participatory approaches may seem time and resource expensive, in the long run they enable more engaged partners and participants. Despite the huge disruptions and challenges of the pandemic, we have managed to proceed with project activities and achieve outputs and outcomes on the basis of the commitment of project staff, and on the goodwill of partner organisations that went beyond the recorded in-kind contributions outlined in Section 9.2.

10 OPTIONAL: Outstanding achievements of your project (300-400 words maximum). This section may be used for publicity purposes

I agree for the Darwin Secretariat to publish the content of this section:

This project has created the appropriate structures and processes to ensure a contribution to improved voice and representation for Indigenous communities to conservation decision-making in Guyana, and for this to have positive knock on effects on people's livelihoods and biodiversity. We have embedded the use of participatory video for Indigenous communities to document their traditional knowledge and their community owned solutions for biodiversity conservation. Over one hundred Indigenous youth and community members were trained in participatory video methodologies which equips them with the knowledge and skills to play an active role in their communities in documenting matters through video related to the safeguarding of traditional knowledge and practices.

There is recognition amongst Indigenous organisations and decision makers on the use of video-mediated dialogue to facilitate information sharing between communities and decision-makers, and how this can build better and more accountable relationships.

We have developed three key methodological approaches to assess and monitor traditional knowledge – indicators and participatory video at the community level, video-mediated dialogue between communities and decision makers, and a policy review at the sectoral level – thus allowing monitoring and evaluation of traditional knowledge inclusion over time.

Our training in community engagement and traditional knowledge, and its associated resources, have built greater capacity and recognition by staff working directly with Indigenous

communities within government and non-governmental organisations on the ways in which to respectfully and appropriately engage with Indigenous communities and their knowledge, as well as an understanding of the Indigenous rights and the role of traditional knowledge in conservation. Several organisations, including the Environmental Protection Agency and Protected Areas Commission, have indicated their intent to deliver this training to all their staff.

We have produced a Traditional Knowledge National Action Plan (TKNAP) which is evidence-based and directly informed by in-depth engagement with Indigenous communities around Guyana. It is a document recognised by Indigenous leaders and government agencies as critical for maintaining and strengthening traditional knowledge, and has wide support, including from UNESCO, to make into official policy by the government.

Photo 1. Indigenous women assessing the status of traditional knowledge in their community, North Rupununi, Guyana. Photo credit: Claudia Nuzzo.

Photo 2. Indigenous youth being trained in participatory video, North Rupununi, Guyana. Photo credit: Claudia Nuzzo.

Annex 1 Project's original (or most recently approved) logframe, including indicators, means of verification and assumptions.

Project summary	Measurable Indicators	Means of verification	Important Assumptions
Impact: The traditional knowledge of Guyana's Indigenous communities is respected, reflected and fully integrated in the governance and management of the country's unique and rich biodiversity.			
Outcome: Development of a participatory, transparent and evidence-based process for traditional knowledge integration which meets biodiversity and poverty alleviation goals, is reflected in national policy and can be replicated elsewhere.	0.1 New/improved policies/strategies for traditional knowledge integration are proposed by Guyana's national government [target: production of National Action Plan for Traditional Knowledge] (by end of project). 0.2 Percentage of Indigenous communities living in and around protected areas having their traditional knowledge taken into account in the development of the National Action Plan for TK [target: at least 60% of the people living in and around protected areas will have been consulted to share their knowledge] (by end of project) 0.3 Number of national protected areas with improved biodiversity conservation outcomes and new/improved management plans that take local livelihoods and cultural values of different groups (particularly of women and youth) into account [target: 3 protected areas] (by end of project).	0.1 Content analyses of national policy documents to see usage of key project approaches – e.g. within Ministries of Natural Resources, Indigenous Affairs, Protected Areas Commission, Forestry Commission, Geology and Mines Commission, Culture, as well as national level NGOs and Indigenous associations (yr 2, 3, 4 & 5). 0.2 Written record of number of people in PAs participating in community workshops, PV and screenings (yr 2, 3, 4 & 5) 0.3a) 'Most Significant Change' Participatory Video to evaluate the impact of the project (end of project), disaggregating impact for women and youth The evaluation process will compare change with pre-project resource use agreements and management plans carried out by the PAC within protected areas communities.	Political and economic stability in Guyana enables the project to be completed [there are no current areas of concern]. Guyanese institutions, especially government agencies, remain committed to traditional knowledge / biodiversity conservation integration, poverty alleviation, respect for human rights and sustainable development, and are willing to implement policy changes to achieve these goals [project was conceived with Guyanese partners and target their priorities]. Scientific and government institutions are willing to acknowledge traditional knowledge as a legitimate and effective knowledge system to inform decision-making [partnership has long-term experience in bridging knowledge systems between different stakeholders]. The Protected Areas Commission continues to champion the Community Owned Solutions approach, and thus, can provide enabling conditions to disseminate traditional knowledge

Project summary	Measurable Indicators	Means of verification	Important Assumptions
		b) Written and video record of commitments to change protected areas management plans by implementing agencies, based on study results, noted at minutes of bi-annual multi-stakeholder workshops (yr 2, 3,4 & 5)	integration processes to other countries [we have a strong working relationship with the PAC and it has excellent links with Suriname and French Guiana].
	0.4 Best practice guidelines for traditional knowledge integration are disseminated to the National Focal Points of the Convention on Biological Diversity of the Guiana Shield governments and other key staff at government and non-governmental organisations identified through the project work [target: at least 2 countries] (by end of project)	0.4 Written confirmation of material received by at least 2 Guiana Shield country governments (end of project).	Covid restrictions lift and we are able to go back to working with communities and other stakeholders in Guyana [cases of Covid in Guyana are now peaking and we assume that we will be able to travel to communities in the new year].
Outputs: **1**. A robust evidence base of traditional knowledge integration from protected areas case studies.	1.1 Number of Community Owned Solutions for protected areas management [target: Guyana-wide database with at least 15 examples] (yr 4).	1.1 Participatory videos and photostories available online on project website and offline in DVD format (yr 2, 3 & 4). Annual report on progress presented at stakeholder workshop (yr 2, 3 & 4). Final report on Community Owned Solutions for protected areas management published on project website (yr 4).	Local people at the case study sites are willing to participate in the project [partners have built trust with communities through long-term engagement. Evidence that peer-to-peer engagement through Indigenous researchers has greater community response. Experience of implementing thorough ethics policy with regards to consent, ownership of data, and sharing of knowledge].
	1.2 Number of indicator sets for local traditional knowledge identified through the Community Owned Solutions approach [target: 3 protected areas, disaggregated for women and age] (yr 4).	1.2 Documents and records from all Community Owned Solutions workshops (yr 2, 3 & 4). Annual report on progress presented at stakeholder workshop (yr 2, 3 & 4). Final report on indicator sets for local traditional knowledge published on project website (yr 4).	Participation from local communities comprises of different gender and age groups [partners will actively seek the participation of women and youth through discussion with leaders. Partners have long-term experience of community engagement processes].
			Relevant staff in national agencies are willing to participate in the project [some

Project summary	Measurable Indicators	Means of verification	Important Assumptions
	1.3 Number of video-mediated communication between local communities and relevant decision-makers on traditional knowledge integration [target: 3 protected areas] (yr 5).	1.3 Pre- and post-evaluation of screenings of participatory videos to decision-makers to assess response and actions (yr 2, 3, 4 & 5). Records of community meetings to discuss decision-maker feedback (yr 2, 3, 4 & 5). Annual report on progress presented at stakeholder workshop (yr 2, 3 & 4). Final report on video-mediated communication for traditional knowledge integration published on project website (yr 5).	of the relevant agencies are partners on project. They also have leverage to engage other government and non-governmental organisations].
2. Increased capacity for traditional knowledge integration at local, national and regional scales	2.1 Number of community peer-to-peer knowledge exchange processes implemented between communities of the protected areas [target: at least 5] (yr 4 & 5). 2.2 Number of staff from Guyanese governmental and non-government organisations trained in the community owned solutions approach and development of traditional knowledge action plans [target: at least 30 with significant representation of women] (yr 3 & 4). 2.3 Number of governmental and non-government staff from international organisations, including those from Guiana Shield countries, trained in traditional knowledge[target: at least 20 with significant representation of women] (yr 4 & 5).	2.1Training materials, presentations and reports from workshops. Pre- and post-workshop interviews/participatory M&E to evaluate understanding and impact of community owned solutions approach (yr 4 & 5). 2.2 Training materials, presentations, signed participant lists and reports from workshops. Pre- and post-workshop questionnaires to evaluate understanding and impact of community owned solutions approach and traditional knowledge action plans (yr 3 & 4). 2.3 Training materials, presentations, signed participant lists and reports from workshops. Pre- and post-workshop questionnaires to evaluate understanding and impact of community owned solutions approach and traditional knowledge action plans (yr 4 & 5).	Communities will have a continued interest in the project, and knowledge exchange will be sufficient for beneficiaries to successfully understand and apply community owned solutions approach [partners have in-depth experience of implementing peer-to-peer knowledge exchange at community level, and comprehensive evidence of effectiveness]. Appropriate government and non-governmental staff are available to participate in capacity building activities and retain their roles during the course of the project [some of the relevant agencies are partners on project. They also have leverage to engage other government and non-governmental organisations in Guyana and across the Guiana Shield countries]. Workshop participants are willing to provide feedback on the impact of the training post-workshop [regular contact

Project summary	Measurable Indicators	Means of verification	Important Assumptions
			with participants' post-workshops to ensure continuity and engagement].
3. A National Action Plan for Traditional Knowledge	3.1 Production of review of traditional knowledge within current national environment / development polices and strategies [target: 1 report] (yr 1). 3.2 Production of analyses of traditional knowledge integration from protected areas into policy and practice [target: 4 annual reports] (yr 1, 2, 3 & 4). 3.3 Production of draft National Action Plan for Traditional Knowledge produced [target: 1 draft plan] (yr 3). 3.4 Production of final National Action Plan for Traditional Knowledge produced [target: 1 final plan] (yr 5).	3.1 Report posted on project website, and minuted as presented at annual stakeholder workshop (yr 1). 3.2 Yearly report on analyses of traditional knowledge integration from protected areas minuted as presented at annual stakeholder workshop. Stakeholder workshop discussions recorded (yr 1, 2, 3 & 4). 3.3 Draft plan minuted as presented at annual stakeholder workshop. Stakeholder workshop discussions recorded (yr 3). 3.4. Final plan posted on project website, and minuted as presented at annual stakeholder workshop. Stakeholder workshop discussions recorded (yr 5).	Relevant staff in national agencies are willing to participate in the bi-annual workshops [some of the relevant agencies are partners on project. They also have leverage to engage other government and non-governmental organisations]. There is some continuity with participants of the bi-annual stakeholder workshops [we will engage 2-3 people from each organisation to account for drop-out. Any new participants will be thoroughly debriefed before attendance at workshops].
4. Best practice guidelines on traditional knowledge integration, disseminated regionally and internationally	4.1 Production of best practice guidance for training in the community owned solutions approach for traditional knowledge integration [target: 1 toolkit, 1 policy briefing, 1 e-module and 1 webinar] (yr 4). 4.2 Production of best practice guidance for developing National Action Plan for Traditional Knowledge [target:	4.1 Toolkit and policy briefing produced and posted on project website. E-learning module and webinar produced and uploaded on relevant biodiversity forums e.g. NBSAP Forum (yr 4). 4.2 Toolkit and policy briefing produced and posted on project website. E-learning module and webinar produced and uploaded on relevant biodiversity forums e.g. NBSAP Forum (yr 4).	

Project summary	Measurable Indicators	Means of verification	Important Assumptions
	1 toolkit, 1 policy briefing, 1 e-module and 1 webinar] (yr 4). 4.3 Toolkits, policy briefings, webinars and e-learning modules shared at international platforms and events [target: at least 3 events] (yr 4 and beyond). 4.4 Website produced, with regular posting of content [target: 2 types of content posted per month for the length of the project] (yr 1 for website produced, yearly for website postings). 4.5 Peer-reviewed journal articles published [target: 2 articles] (yr 4 and beyond).	4.3 Record of dissemination platforms and events such as NBSAPs Forum and CBD COP side-events. Downloads of resources and online activity tracked (yr 4 and beyond). 4.4 Number of postings of written and audio-visual content including participatory videos, photostories, briefings, reports and blog articles (yr 1, 2, 3, 4 and beyond). 4.5 Working paper versions of peer-reviewed articles published on project website (yr 3 & 4).	

Activities (each activity is numbered according to the output that it will contribute towards, for example 1.1, 1.2 and 1.3 are contributing to Output 1)

1.1 Train field assistants in the community owned solutions approach in three protected areas in Guyana. NRDDBs community researchers supported by the Cobra Collective and project leader will train field assistants to undertake the community owned solutions approach.
1.2 Identify and document at least 15 examples of community owned solutions for protected areas management. Field assistants to work in communities, facilitated by NRDDB community researchers, on solutions, documenting them through participatory video. Screenings to take place in communities to verify videos. Community researchers to document solutions in written reports.
1.3 Identify and document local TK indicators, one set for each protected area by using the COS approach. Through iterative analysis of participatory videos, field assistants and community researchers to identify indicators of TK. Consultations to take place in communities to verify indicators.
1.4 Use participatory videos to facilitate communications on TK integration between local communities and relevant decision-makers. Screenings with government agency staff and local communities, with established evaluation of process and findings.
2.1 Undertake community peer-to-peer knowledge exchange between the communities from the different protected areas regions, with established evaluation of process and findings.
2.2 Undertake workshops with staff from Guyana governmental and non-government organisations for training in the COS approach.
2.3 Undertake workshops with staff from governmental and non-government organisations in Guiana Shield countries and beyond for training in traditional knowledge.
3.1 Inception meeting with all the project partners in Guyana, to agree work plans, project rules, and facilitate ownership of the project.
3.2 Undertake a review of traditional knowledge within Guyana's current environmental and development policies and strategies, to provide baseline for TK integration.
3.3 Organise multi-stakeholder workshops twice a year (2017-2021) to ensure project progress and partner interactions
3.4 Analyse, on annual basis, the integration of traditional knowledge from the protected areas sites into policy and practise.

Project summary	Measurable Indicators	Means of verification	Important Assumptions
3.5 Draft National Action Plan for Traditional Knowledge. 3.6 Produce the final National Action Plan for Traditional Knowledge. 3.7 End of project meeting to ensure all work commitments have been achieved and shared, but more importantly to commit to an already agreed way forward that ensures that the process of integrating traditional knowledge continues and improves in scope to cover more sectors. 4.1 Survey what communication format relevant decision-makers prefer and strive to accommodate for these wishes. 4.2 Develop best practice guidance for training in COS approach for traditional knowledge integration. Together with lessons learned from the project, the guidance will take the formats of a toolkit, policy briefing, e-module and webinar. 4.3 Develop best practice guidance on developing National Action Plans for traditional knowledge, which contains executive summaries in the Guiana Shield countries languages. Together with lessons learned from the project, the guidance will take the formats of a toolkit, policy briefing, e-module and webinar. 4.4 Disseminate findings of the project at appropriate international platforms and events, such as NBSAPs Forum and CBD COP side-events. 4.5 Produce project website, where regular postings from the projects activities will be uploaded and create Facebook and Twitter accounts on traditional knowledge to maximise outreach. 4.6 Produce two peer-reviewed journal articles on the findings of the project.			

Annex 2 Report of progress and achievements against final project logframe for the life of the project

Project summary	Measurable Indicators	Progress and Achievements
Impact: The traditional knowledge of Guyana's Indigenous communities is respected, reflected and fully integrated in the governance and management of the country's unique and rich biodiversity		Traditional Knowledge National Action Plan for Guyana (Indicator 0.1) which is evidence-based and directly informed by in-depth engagement with Indigenous communities living in and around protected areas (Indicator 0.2). Participatory video and video-mediated dialogue used to facilitate information sharing between protected areas and their associated communities on issues important to their livelihoods and conservation (Indicator 0.3). Greater capacity of government staff to recognise and respect traditional knowledge and include it in their work (Indicators 2.2 and 2.3).
Outcome Development of a participatory, transparent and evidence-based process for traditional knowledge integration which meets biodiversity and poverty alleviation goals, is reflected in national policy and can be replicated elsewhere	0.1 New/improved policies/strategies for traditional knowledge integration are proposed by Guyana's national government [target: production of National Action Plan for Traditional Knowledge] (by end of project). 0.2 Percentage of Indigenous communities living in and around protected areas having their traditional knowledge taken into account in the development of the National Action Plan for TK [target: at least 60% of the people living in and around protected areas will have been consulted to share their knowledge] (by end of project) 0.3 Number of national protected areas with improved biodiversity conservation outcomes and new/improved management plans that take local livelihoods and cultural values of different groups (particularly of women and youth)	Project purpose achieved through the development of the Traditional Knowledge National Action Plan (TKNAP) for Guyana (Indicator 0.1), based on engagement with 51% of Indigenous communities living in and around protected areas (Indicator 0.2), as well as a campaign of national public consultations. Through participatory video and video-mediated dialogue, Indigenous communities have inputted their perspectives and values into the management of three protected areas (Indicator 0.3). The lessons of this project in Guyana have been shared at the international level through a dedicated online event, through which best practice guidelines for traditional knowledge integration have been disseminated to the National Focal Points of the Convention on Biological Diversity of the Guiana Shield governments and other key staff at government and non-governmental organisations (Indicator 0.4).

Project summary	Measurable Indicators	Progress and Achievements
	into account [target: 3 protected areas] (by end of project). 0.4 Best practice guidelines for traditional knowledge integration are disseminated to the National Focal Points of the Convention on Biological Diversity of the Guiana Shield governments and other key staff at government and non-governmental organisations identified through the project work [target: at least 2 countries] (by end of project)	
Output 1. A robust evidence base of traditional knowledge integration from protected areas case studies	1.1 Number of Community Owned Solutions for protected areas management [target: Guyana-wide database with at least 15 examples] (yr 4). 1.2 Number of indicator sets for local traditional knowledge identified through the Community Owned Solutions approach [target: 3 protected areas, disaggregated for women and age] (yr 4). 1.3 Number of video-mediated communication between local communities and relevant decision-makers on traditional knowledge integration [target: 3 protected areas] (yr 5).	1.1 The online community owned solutions database for participatory videos was completed and videos have been posted. Progress on community owned solutions was presented at the Year 4/5 bi-annual partner meeting. 9 videos on traditional knowledge and protected areas, 21 short videos on traditional knowledge as part of community training, and 8 in-depth videos focused on specific community owned solutions were completed. Please see Section 3.1 and Annex 7.3. 1.2 Traditional knowledge indicator sets were completed for the Iwokrama, Kanuka Mountains and Kanashen associated communities, disaggregated by gender and youth. Please see Section 3.1 and Annex 7.4. 1.3 Video-mediated dialogues were undertaken between Indigenous communities and managers of the Iwokrama, Kanuku Mountains and Kanashen protected areas. Please see Section 3.1 and Annex 7.5.
Activity 1.1 Train field assistants in the community owned solutions approach in three protected areas in Guyana. NRDDBs community researchers supported by the Cobra Collective and project leader will train field assistants to undertake the community owned solutions approach.		Completed.

Project summary	Measurable Indicators	Progress and Achievements
1.2 Identify and document at least 15 examples of community owned solutions for protected areas management. Field assistants to work in communities, facilitated by NRDDB community researchers, on solutions, documenting them through participatory video. Screenings to take place in communities to verify videos. Community researchers to document solutions in written reports.		Completed.
1.3 Identify and document local TK indicators, one set for each protected area by using the COS approach. Through iterative analysis of participatory videos, field assistants and community researchers to identify indicators of TK. Consultations to take place in communities to verify indicators.		Completed.
1.4 Use participatory videos to facilitate communications on TK integration between local communities and relevant decision-makers. Screenings with government agency staff and local communities, with established evaluation of process and findings.		Completed.
Output 2. Increased capacity for traditional knowledge integration at local, national and regional scales	2.1 Number of community peer-to-peer knowledge exchange processes implemented between communities of the protected areas [target: at least 5] (yr 4 & 5). 2.2 Number of staff from Guyanese governmental and non-government organisations trained in the community owned solutions approach and development of traditional knowledge action plans [target: at least 30 with significant representation of women] (yr 3 & 4). 2.3 Number of governmental and non-government staff from international organisations, including those from Guiana Shield countries, trained in traditional knowledge [target: at least 20 with significant representation of women] (yr 4 & 5).	2.1 Training format and resources for peer-to-peer knowledge exchange completed. Five exchanges between communities of the protected areas implemented. Please see Section 3.1 and Annex 7.6 and 7.7. 2.2 Training course and resources developed. 57 staff from Guyanese governmental and non-government organisations trained, included 35 women. Please see Section 3.1 and Annex 7.8 and 7.9. 2.3 Training course and resources developed. 5 staff from governmental and non-government staff from international organisations, including those from Guiana Shield countries, trained, included 3 women. Please see Section 3.1 and Annex 7.8 and 7.9.

Project summary	Measurable Indicators	Progress and Achievements
Activity 2.1. Undertake community peer-to-peer knowledge exchange between the communities from the different protected areas regions, with established evaluation of process and findings.		Completed.
Activity 2.2 Undertake workshops with staff from Guyana governmental and non-government organisations for training in the COS approach.		Completed.
Activity 2.3 Undertake workshops with staff from governmental and non-government organisations in Guiana Shield countries and beyond for training in traditional knowledge.		Completed.
Output 3. A National Action Plan for Traditional Knowledge	3.1 Production of review of traditional knowledge within current national environment / development polices and strategies [target: 1 report] (yr 1). 3.2 Production of analyses of traditional knowledge integration from protected areas into policy and practice [target: 4 annual reports] (yr 1, 2, 3 & 4). 3.3 Production of draft National Action Plan for Traditional Knowledge produced [target: 1 draft plan] (yr 3). 3.4 Production of final National Action Plan for Traditional Knowledge produced [target: 1 final plan] (yr 5).	3.1 This was a living document and revised every year including. Please see Section 3.1 of this report and Annex 7.10. 3.2 We produced a yearly summary of project findings and their relevance to the development of the Traditional Knowledge National Action Plan (TKNAP). This was presented to partners and stakeholders at bi-annual partner meetings. Please see Section 3.1 of this report and Annex 7.11. 3.3 Using the project data collected and analysed, a full draft of the Traditional Knowledge National Action Plan (TKNAP) was produced. Please see Section 3.1 of this report and Annex 7.12. 3.4 Following a campaign of national public consultation, the Traditional Knowledge National Action Plan (TKNAP) was finalised. Please see Section 3.1 of this report and Annex 7.13 and 7.14.
Activity 3.1 Inception meeting with all the project partners in Guyana, to agree work plans, project rules, and facilitate ownership of the project.		Completed.
Activity 3.2 Undertake a review of traditional knowledge within Guyana's current environmental and development policies and strategies, to provide baseline for TK integration.		Completed.

Project summary	Measurable Indicators	Progress and Achievements
Activity 3.3 Organise multi-stakeholder workshops twice a year (2017-2021) to ensure project progress and partner interactions		Completed.
Activity 3.4 Analyse, on annual basis, the integration of traditional knowledge from the protected areas sites into policy and practise.		Completed.
Activity 3.5 Draft National Action Plan for Traditional Knowledge.		Completed.
Activity 3.6 Produce the final National Action Plan for Traditional Knowledge.		Completed.
Activity 3.7 End of project meeting to ensure all work commitments have been achieved and shared, but more importantly to commit to an already agreed way forward that ensures that the process of integrating traditional knowledge continues and improves in scope to cover more sectors.		Completed.
Output 4. Best practice guidelines on traditional knowledge integration, disseminated regionally and internationally	4.1 Production of best practice guidance for training in the community owned solutions approach for traditional knowledge integration [target: 1 toolkit, 1 policy briefing, 1 e-module and 1 webinar] (yr 4). 4.2 Production of best practice guidance for developing National Action Plan for Traditional Knowledge [target: 1 toolkit, 1 policy briefing, 1 e-module and 1 webinar] (yr 4). 4.3 Toolkits, policy briefings, webinars and e-learning modules shared at international platforms and events [target: at least 3 events] (yr 4 and beyond).	4.1 A training guide and associated resources have been produced. Please see Section 3.1 and Annex 7.9 and 7.15a,b.Trainers Guide uploaded to CBD Clearing House, the NBSAP Forum and Policy Brief (in English and Spanish) and the Trainer's Guide uploaded to the Global ABS Community. 4.2 A training guide and associated resources have been produced. Please see Section 3.1 and Annex 7.9 and 7.15a,b.Trainers Guide uploaded to CBD Clearing House, the NBSAP Forum and Policy Brief (in English and Spanish) and the Trainer's Guide uploaded to the Global ABS Community. 4.3 Toolkit, resources and findings of project disseminated at community, national and international events, including dedicated online workshop in July 2021. Please see Section 3.1. 4.4 Website produced and content regularly uploaded, including on social media channels. Please see Section 3.1.

Project summary	Measurable Indicators	Progress and Achievements
	4.4 Website produced, with regular posting of content [target: 2 types of content posted per month for the length of the project] (yr 1 for website produced, yearly for website postings). 4.5 Peer-reviewed journal articles published [target: 2 articles] (yr 4 and beyond).	4.5 Two peer-reviewed journal articles produced. Please see Section 3.1 and Annex 7.16 and 7.17.
Activity 4.1 Survey what communication format relevant decision-makers prefer and strive to accommodate for these wishes.		Completed.
Activity 4.2 Develop best practice guidance for training in COS approach for traditional knowledge integration. Together with lessons learned from the project, the guidance will take the formats of a toolkit, policy briefing, e-module and webinar.		Completed.
Activity 4.3 Develop best practice guidance on developing National Action Plans for traditional knowledge, which contains executive summaries in the Guiana Shield countries languages. Together with lessons learned from the project, the guidance will take the formats of a toolkit, policy briefing, e-module and webinar.		Completed.
Activity 4.4 Disseminate findings of the project at appropriate international platforms and events, such as NBSAPs Forum and CBD COP side-events.		Completed.
Activity 4.5 Produce project website, where regular postings from the projects activities will be uploaded and create Facebook and Twitter accounts on traditional knowledge to maximise outreach.		Completed.
Activity 4.6 Produce two peer-reviewed journal articles on the findings of the project.		Completed.

Annex 3 Standard Measures

Code	Description	Total	Nationality	Gender	Title or Focus	Language	Comments
Training Measures							
1a	Number of people to submit PhD thesis						
1b	Number of PhD qualifications obtained						
2	Number of Masters qualifications obtained						
3	Number of other qualifications obtained						
4a	Number of undergraduate students receiving training	1	UK	Female	Traditional knowledge inclusion into policy	English	Based at RHUL
4b	Number of training weeks provided to undergraduate students	4	UK	Female	Traditional knowledge inclusion into policy	English	Based at RHUL
4c	Number of postgraduate students receiving training (not 1-3 above)	2	UK	1 Male 1 Female	Traditional knowledge good practice review, and training needs assessment in Guyana	English	Based at WCMC
4d	Number of training weeks for postgraduate students	24	UK	1 Male 1 Female	Traditional knowledge good practice review, and training needs	English	Based at WCMC

					assessment in Guyana		
5	Number of people receiving other forms of long-term (>1yr) training not leading to formal qualification(e.g., not categories 1-4 above)						
6a	Number of people receiving other forms of short-term education/training (e.g., not categories 1-5 above)	279	Guyana	145 Female 134 Male	Includes community owned solutions training, training for Indigenous researchers, TK training in-person, online + train the trainers, and peer-to-peer knowledge exchange	English	
6b	Number of training weeks not leading to formal qualification	102.7	Guyana	145 Female 134 Male	Includes community owned solutions training, training for Indigenous researchers, TK training in-person, online + train the trainers, and peer-to-peer	English	

					knowledge exchange		
7	Number of types of training materials produced for use by host country(s)(describe training materials)	15	Guyana/UK	n/a	1 TK e-module; 1 TK training manual; 1 TK trainers presentation; 12 PV video tutorials; 1 peer-to-peer manual; 1 webinar	English	

Research Measures		**Total**	**Nationality**	**Gender**	**Title**	**Language**	**Comments/ Weblink if available**
9	Number of species/habitat management plans (or action plans) produced for Governments, public authorities or other implementing agencies in the host country (ies)	1	Guyana		Traditional Knowledge National Action Plan	English	
10	Number of formal documents produced to assist work related to species identification, classification and recording.						
11a	Number of papers published or accepted for publication in peer reviewed journals	4	UK/Guyana	n/a	See Annex 5	English	See Annex 5
11b	Number of papers published or accepted for publication elsewhere						
12a	Number of computer-based databases established (containing species/generic information) and handed over to host country						

12b	Number of computer-based databases enhanced (containing species/genetic information) and handed over to host country						
13a	Number of species reference collections established and handed over to host country(s)						
13b	Number of species reference collections enhanced and handed over to host country(s)						

Dissemination Measures		**Total**	**Nationality**	**Gender**	**Theme**	**Language**	**Comments**
14a	Number of conferences/seminars/workshops organised to present/disseminate findings from Darwin project work	102	Guyana/UK	n/a	Partner meetings, Darwin dissemination events, policy maker screenings, government training events	English, Spanish	
14b	Number of conferences/seminars/ workshops attended at which findings from Darwin project work will be presented/ disseminated.	32	Guyana/UK	n/a	Conferences, seminars, workshops, meetings	English	

Physical Measures		**Total**	**Comments**
20	Estimated value (£s) of physical assets handed over to host country(s)		
21	Number of permanent educational, training, research facilities or organisation established		
22	Number of permanent field plots established		

Financial Measures		Total	Nationality	Gender	Theme	Language	Comments
23	Value of additional resources raised from other sources (e.g., in addition to Darwin funding) for project work*(please note that the figure provided here should align with financial information provided in section 9.2)*						

Annex 4 Aichi Targets

	Aichi Target	Tick if applicable to your project
1	People are aware of the values of biodiversity and the steps they can take to conserve and use it sustainably.	
2	Biodiversity values have been integrated into national and local development and poverty reduction strategies and planning processes and are being incorporated into national accounting, as appropriate, and reporting systems.	
3	Incentives, including subsidies, harmful to biodiversity are eliminated, phased out or reformed in order to minimize or avoid negative impacts, and positive incentives for the conservation and sustainable use of biodiversity are developed and applied, consistent and in harmony with the Convention and other relevant international obligations, taking into account national socio economic conditions.	
4	Governments, business and stakeholders at all levels have taken steps to achieve or have implemented plans for sustainable production and consumption and have kept the impacts of use of natural resources well within safe ecological limits.	
5	The rate of loss of all natural habitats, including forests, is at least halved and where feasible brought close to zero, and degradation and fragmentation is significantly reduced.	
6	All fish and invertebrate stocks and aquatic plants are managed and harvested sustainably, legally and applying ecosystem based approaches, so that overfishing is avoided, recovery plans and measures are in place for all depleted species, fisheries have no significant adverse impacts on threatened species and vulnerable ecosystems and the impacts of fisheries on stocks, species and ecosystems are within safe ecological limits.	
7	Areas under agriculture, aquaculture and forestry are managed sustainably, ensuring conservation of biodiversity.	
8	Pollution, including from excess nutrients, has been brought to levels that are not detrimental to ecosystem function and biodiversity.	
9	Invasive alien species and pathways are identified and prioritized, priority species are controlled or eradicated, and measures are in place to manage pathways to prevent their introduction and establishment.	
10	The multiple anthropogenic pressures on coral reefs, and other vulnerable ecosystems impacted by climate change or ocean acidification are minimized, so as to maintain their integrity and functioning.	
11	At least 17 per cent of terrestrial and inland water, and 10 per cent of coastal and marine areas, especially areas of particular importance for biodiversity and ecosystem services, are conserved through effectively and equitably managed, ecologically representative and well connected systems of protected areas and other effective area-based conservation measures, and integrated into the wider landscapes and seascapes.	✓
12	The extinction of known threatened species has been prevented and their conservation status, particularly of those most in decline, has been improved and sustained.	
13	The genetic diversity of cultivated plants and farmed and domesticated animals and of wild relatives, including other socio-economically as well as culturally valuable species, is maintained, and strategies have been developed and implemented for minimizing genetic erosion and safeguarding their genetic diversity.	

14	Ecosystems that provide essential services, including services related to water, and contribute to health, livelihoods and well-being, are restored and safeguarded, taking into account the needs of women, indigenous and local communities, and the poor and vulnerable.	✓
15	Ecosystem resilience and the contribution of biodiversity to carbon stocks has been enhanced, through conservation and restoration, including restoration of at least 15 per cent of degraded ecosystems, thereby contributing to climate change mitigation and adaptation and to combating desertification.	
16	The Nagoya Protocol on Access to Genetic Resources and the Fair and Equitable Sharing of Benefits Arising from their Utilization is in force and operational, consistent with national legislation.	✓
17	Each Party has developed, adopted as a policy instrument, and has commenced implementing an effective, participatory and updated national biodiversity strategy and action plan.	
18	The traditional knowledge, innovations and practices of indigenous and local communities relevant for the conservation and sustainable use of biodiversity, and their customary use of biological resources, are respected, subject to national legislation and relevant international obligations, and fully integrated and reflected in the implementation of the Convention with the full and effective participation of indigenous and local communities, at all relevant levels.	✓
19	Knowledge, the science base and technologies relating to biodiversity, its values, functioning, status and trends, and the consequences of its loss, are improved, widely shared and transferred, and applied.	
20	The mobilization of financial resources for effectively implementing the Strategic Plan for Biodiversity 2011-2020 from all sources, and in accordance with the consolidated and agreed process in the Strategy for Resource Mobilization should increase substantially from the current levels. This target will be subject to changes contingent to resource needs assessments to be developed and reported by Parties.	

Annex 5 Publications

Type	Detail	Nationality of Lead Author	Nationality of institution of lead author	Gender of Lead Author	Publishers	Available from
Video	Darwin Introductory FPIC video, Grace Albert and Rebecca Xavier, 2017	Guyana	Guyana	F	NRDDB, Guyana	https://communityownedsolutions.org/video-post/integrating-traditional-knowledge-into-conservation-free-prior-and-informed-consent
Video	Community engagement in the North Rupununi, Claudia Nuzzo, 2018	Italy	UK	F	Cobra Collective, UK	https://communityownedsolutions.org/video-post/integrating-traditional-knowledge-into-conservation-part-1
Video	Screening community videos with policymakers, Claudia Nuzzo, 2018	Italy	UK	F	Cobra Collective, UK	https://communityownedsolutions.org/video-post/integrating-traditional-knowledge-into-conservation-part-2
Newsletter article	Participatory video empowering Indigenous youth, Sean Mendonca, 2018	Guyana	Guyana	M	Darwin Initiative	http://www.darwininitiative.org.uk/assets/uploads/2018/08/Darwin-Newsletter-August-2018-International-Youth-Day-FINAL.pdf
Peer reviewed book chapter	Mistry, J., Jafferally, D., Ingwall-King, L., Mendonca, S., 2020. Indigenous Knowledge. In: Kobayashi, A. (Ed.), Internatio	UK	UK	F	Elsevier	https://dx.doi.org/10.1016/B978-0-08-102295-5.10830-3

	nal Encyclopedia of Human Geography, 2nd edition. vol. 7, Elsevier, pp. 211–215. ISBN: 9780081022955					
Newspaper article	Learning from Indigenous Peoples, Sean Mendonca, 2019	Guyana	Guyana	M	Guyana Chronicle	http://guyanachronicle.com/2019/08/04/learning-from-indigenous-peoples
Video	Participatory video tutorials, Claudia Nuzzo, 2020	Italy	UK	F	Cobra Collective, UK	16 videos: https://vimeo.com/manage/showcases/8662445
Video	Talking about traditional knowledge – Campbell James, Apoteri community researchers, 2020	Guyana	Guyana	F/M	NRDDB, Guyana	https://communityownedsolutions.org/video-post/talking-about-traditional-knowledge-campbell-james
Video	Talking about traditional knowledge – Edghill Bowen and Hubert George, Apoteri community researchers, 2020	Guyana	Guyana	F/M	NRDDB, Guyana	https://communityownedsolutions.org/video-post/talking-about-traditional-knowledge-edghill-bowen-and-george
Video	Talking about traditional knowledge – Zackary Xavier,	Guyana	Guyana	F/M	NRDDB, Guyana	https://communityownedsolutions.org/video-post/talking-about-traditional-knowledge-zackary-xavier

	Apoteri community researchers, 2020					
Video	Talking about traditional knowledge – Arlene Moses and Nigel John, Apoteri community researchers, 2020	Guyana	Guyana	F/M	NRDDB, Guyana	https://communityownedsolutions.org/video-post/talking-about-traditional-knowledge-arlene-moses-and-nigel-john
Video	Heritage celebrations in Fair View, Fair View community researchers, 2020	Guyana	Guyana	F/M	NRDDB, Guyana	https://communityownedsolutions.org/video-post/heritage-celebrations-in-fair-view
Video	Black potatoes in action, Fair View community researchers, 2020	Guyana	Guyana	F/M	NRDDB, Guyana	https://communityownedsolutions.org/video-post/black-potatoes-in-action
Video	Peanut butter production, Aranaputa community researchers, 2020	Guyana	Guyana	F/M	NRDDB, Guyana	https://communityownedsolutions.org/video-post/peanut-butter-production
Video	Jamoon wine, Aranaputa community researchers, 2020	Guyana	Guyana	F/M	NRDDB, Guyana	https://communityownedsolutions.org/video-post/jamoon-wine
Video	Cotton spinning and weaving, Rewa community researchers, 2020	Guyana	Guyana	F/M	NRDDB, Guyana	https://communityownedsolutions.org/video-post/cotton-spinning-and-weaving

Video	Tourism in Rewa, Rewa community researchers, 2020	Guyana	Guyana	F/M	NRDDB, Guyana	https://communityownedsolutions.org/video-post/tourism-in-rewa
Video	Traditional fishing in Katoka, Katoka community researchers, 2020	Guyana	Guyana	F/M	NRDDB, Guyana	https://communityownedsolutions.org/video-post/traditional-fishing-in-katoka
Video	Hotmeal programme in Katoka, Katoka community researchers, 2020	Guyana	Guyana	F/M	NRDDB, Guyana	https://communityownedsolutions.org/video-post/hotmeal-programme-in-katoka
Video	The story of Horse Pond, Katoka community researchers, 2020	Guyana	Guyana	F/M	NRDDB, Guyana	https://communityownedsolutions.org/video-post/the-story-of-horse-pond
Video	Uses of the lime tree, Marurana u community researchers, 2020	Guyana	Guyana	F/M	NRDDB, Guyana	https://communityownedsolutions.org/video-post/uses-of-the-lime-tree
Video	Traditional uses of cotton, Marurana u community researchers, 2020	Guyana	Guyana	F/M	NRDDB, Guyana	https://communityownedsolutions.org/video-post/traditional-uses-of-cotton
Video	Traditional tools, Marurana u community researchers, 2020	Guyana	Guyana	F/M	NRDDB, Guyana	https://communityownedsolutions.org/video-post/traditional-tools
Video	Traditional fishing in Parikwari	Guyana	Guyana	F/M	NRDDB,	https://communityownedsolutions.org/video-post/traditional-fishing-in-parikwarinawa

	nawa, Parikwarinawa community researchers, 2020				Guyana	
Video	History of Parikwarinawa, Parikwarinawa community researchers, 2020	Guyana	Guyana	F/M	NRDDB, Guyana	https://communityownedsolutions.org/video-post/history-of-parikwarinawa
Video	Importance of Parakari, Parikwarinawa community researchers, 2020	Guyana	Guyana	F/M	NRDDB, Guyana	https://communityownedsolutions.org/video-post/importance-of-parakari
Video	Cassava bread making, Masakenarî community researchers, 2020	Guyana	Guyana	F/M	NRDDB, Guyana	https://communityownedsolutions.org/video-post/cassava-bread-making
Video	The story of Elka and Christianity, Masakenarî community researchers, 2020	Guyana	Guyana	F/M	NRDDB, Guyana	https://communityownedsolutions.org/video-post/the-story-of-elka-and-christianity
Video	Traditional hunting in Masakenarî, Masakenarî community researchers, 2020	Guyana	Guyana	F/M	NRDDB, Guyana	https://communityownedsolutions.org/video-post/traditional-hunting-in-masakenari
Video	Traditional practices supporting management of the	Guyana	Guyana	F/M	NRDDB, Guyana	https://communityownedsolutions.org/video-post/traditional-practices-supporting-management-of-the-iwokrama-forest

	Iwokrama Forest, North Rupununi District Development Board researchers, 2020					
Video	Changes in traditional knowledge and conservation of the Iwokrama Forest, North Rupununi District Development Board researchers, 2020	Guyana	Guyana	F/M	NRDDB, Guyana	https://communityownedsolutions.org/video-post/change-in-traditional-knowledge-and-forest-conservation-iwokrama-forest
Video	Challenges to managing the Iwokrama Forest, North Rupununi District Development Board researchers, 2020	Guyana	Guyana	F/M	NRDDB, Guyana	https://communityownedsolutions.org/video-post/challenges-to-managing-the-iwokrama-forest
Video	Strength in partnership: the NRDDB and Iwokrama, Grace Albert, 2020	Guyana	UK	F	Cobra Collective, Guyana	https://communityownedsolutions.org/video-post/strength-in-partnership-the-nrddb-and-iwokrama
Video	Iwokrama response video to North Rupununi communities, Sean Mendonca, 2020	Guyana	Guyana	M	EPA, Guyana	https://communityownedsolutions.org/video-post/iwokrama-response-video-to-north-rupununi-communities
Case study	Case study 10 'Respecting traditional	UK	UK	F	UNEP-WCMC	https://doi.org/10.4060/ca8642en

	knowledge and rights of Indigenous peoples in Makuira National Park, Colombia', page 148-149 in: FAO and UNEP. The State of the World's Forests 2020. Forests, biodiversity and people. Rome. Ingwall-King, L., 2020.					
Video	Traditional hunting in Apoteri, North Rupununi District Development Board researchers, 2021	Guyana	Guyana	F	NRDDB, Guyana	https://communityownedsolutions.org/video-post/traditional-hunting-in-apoteri/
Video	Impacts of change to traditional knowledge on conserving Kanashen Amerindian Protected Area, North Rupununi District Development Board researchers, 2021	Guyana	Guyana	F	NRDDB, Guyana	https://communityownedsolutions.org/video-post/impacts-of-change-to-traditional-knowledge-on-conserving-kanashen-amerindian-protected-area/
Video	Future challenges to managing Kanashen Amerindian	Guyana	Guyana	F	NRDDB, Guyana	https://communityownedsolutions.org/video-post/future-challenges-to-managing-kanashen-amerindian-protected-area/

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Video	Traditional knowledge and Kanashen Amerindian Protected Area, North Rupununi District Development Board researchers, 2021	Guyana	Guyana	F	NRDDB, Guyana	https://communityownedsolutions.org/video-post/traditional-knowledge-and-kanashen-amerindian-protected-area/
Video	Language and farming in Maruranau, North Rupununi District Development Board researchers, 2021	Guyana	Guyana	F	NRDDB, Guyana	https://communityownedsolutions.org/video-post/language-and-farming-in-maruranau/
Newspaper articles	Traditional knowledge article series in Guyana Times, Sean Mendonca, 2021	Guyana	Guyana	M	EPA, Guyana	https://cobracollective.org/news/traditional-knoweldge-article-series-in-national-newspaper/
Radio recordings	Traditional knowledge series on Radio Paiwomak, Rebecca Xavier and Grace Albert, 2021	Guyana	Guyana	F	NRDDB, Guyana	n/a
Video	Traditional Knowledge National	Guyana	Guyana	M	EPA, Guyana	https://vimeo.com/573898093

	Action Plan (TKNAP), Sean Mendonca, 2021					
Video	KAPA Management Team response video to wider Kanashen community, Sean Mendonca, 2021	Guyana	Guyana	M	EPA, Guyana	https://communityownedsolutions.org/video-post/kanashen-response-video-to-masakenari-community/
Report	Developing a baseline for assessing traditional knowledge in Guyana, Mistry, J. et al., 2021	UK	UK	F	Traditional Knowledge in Guyana Partnership	* https://cobracollective.org/resources/
Report	Video-mediated dialogue for traditional knowledge inclusion in Guyana, Mistry, J. et al., 2021	UK	UK	F	Traditional Knowledge in Guyana Partnership	* https://cobracollective.org/resources/
Report	Community owned solutions for biodiversity conservation in Guyana, Jafferally, D. et al., 2021	Guyana	Guyana	F	Traditional Knowledge in Guyana Partnership	* https://cobracollective.org/resources/
Report	Traditional knowledge integration in national policy: a	UK	UK	F	Traditional Knowledge in Guyana	* https://cobracollective.org/resources/

	review of experiences in Guyana, Ingwall-King, L. et al., 2021				Partnership	
Policy document	Traditional Knowledge National Action Plan for Guyana (2021 – 2025), Traditional Knowledge in Guyana Partnership, 2021	Guyana	Guyana	F/M	Traditional Knowledge in Guyana Partnership	*
Manual	Traditional knowledge and community owned solutions in conservation and development - A Trainer's Guide, Mistry, J. et al., 2021	UK	UK	F	Traditional Knowledge in Guyana Partnership	* https://cobracollective.org/resources/
Manual	Peer-to-peer knowledge exchange for promoting traditional knowledge. A facilitator's guide, Mistry, J. et al., 2021	UK	UK	F	Traditional Knowledge in Guyana Partnership	* https://cobracollective.org/resources/
Video	The impacts of Covid-19 on Indigenous farming, North Rupununi	Guyana	Guyana	F/M	NRDDB, Guyana	https://communityownedsolutions.org/video-post/the-impacts-of-covid-19-on-indigenous-farming/

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Video	Leadership during the Covid-19 pandemic, North Rupununi District Development Board researchers, 2021	Guyana	Guyana	F/M	NRDDB, Guyana	https://communityownedsolutions.org/video-post/leadership-during-the-covid-19-pandemic/
Video	Impact of Covid-19 on community life, North Rupununi District Development Board researchers, 2021	Guyana	Guyana	F/M	NRDDB, Guyana	https://communityownedsolutions.org/video-post/impact-of-covid-19-on-community-life/
Video	Fair View management plan, North Rupununi District Development Board researchers, 2021	Guyana	Guyana	F	NRDDB, Guyana	https://communityownedsolutions.org/video-post/fair-view-management-plan/
Video	Traditional farming for Parikwarinau's youth, North Rupununi District Development Board researchers, 2021	Guyana	Guyana	F	NRDDB, Guyana	https://communityownedsolutions.org/video-post/traditional-farming-for-parikwarinaus-youth/
Video	Timber harvesting in Aranaputa, North Rupununi District Development Board	Guyana	Guyana	F	NRDDB, Guyana	https://communityownedsolutions.org/video-post/timber-harvesting-in-aranaputa/

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Video	Gathering of non-timber products in Katoka, North Rupununi District Development Board researchers, 2021	Guyana	Guyana	F	NRDDB, Guyana	https://communityownedsolutions.org/video-post/gathering-of-non-timber-products-in-katoka/
Video	Indigenous women: keepers of our sacred knowledge, Lakeram Haynes, 2021	Guyana	UK	M	Cobra Collective, Guyana	https://communityownedsolutions.org/video-post/indigenous-women-keepers-of-our-sacred-knowledge/
Video	Traditional practices supporting the Kanuku Mountains Protected Area, North Rupununi District Development Board researchers, 2021	Guyana	Guyana	F	NRDDB, Guyana	https://communityownedsolutions.org/video-post/traditional-practices-supporting-the-kanuku-mountains-protected-area/
Video	Challenges to managing the Kanuku Mountains Protected Area, North Rupununi District Development Board researchers, 2021	Guyana	Guyana	F	NRDDB, Guyana	https://communityownedsolutions.org/video-post/challenges-to-managing-the-kanuku-mountains-protected-area/
Video	Changes In traditional knowledge in the Kanuku Mountains Protected	Guyana	Guyana	F	NRDDB, Guyana	https://communityownedsolutions.org/video-post/changes-in-traditional-knowledge-in-the-kanuku-mountains-protected-area/

	Area, North Rupununi District Development Board researchers, 2021					
Video	Traditional gathering in Kanashen Amerindian Protected Area, North Rupununi District Development Board researchers, 2021	Guyana	Guyana	F	NRDDB, Guyana	http://communityownedsolutions.org/video-post/traditional-gathering-in-kanashen-amerindian-protected-area/
Video	Building sustainability together, Grace Albert, 2021	Guyana	UK	F	Cobra Collective, Guyana	https://communityownedsolutions.org/video-post/building-sustainability-together/
Video	Traditional farming in Rewa, North Rupununi District Development Board researchers, 2021	Guyana	Guyana	F	NRDDB, Guyana	https://communityownedsolutions.org/video-post/traditional-farming-in-rewa/
Video	Darwin project M&E, Claudia Nuzzo, 2021	Italy/Guyana	UK	F	Cobra Collective, UK	https://vimeo.com/showcase/8860417
Journal article	Assessing the state of traditional knowledge at national level, Mistry, J. et al., 2021	UK	UK	F	RHUL, UK	* https://cobracollective.org/resources/
Journal article	Video-mediated dialogue for	UK	UK	F	RHUL, UK	* https://cobracollective.org/resources/

	promoting equity in protected areas conservation, Mistry, J. et al., 2021					
Policy brief	Safeguarding traditional knowledge, Ingwall-King, L., 2021	UK	UK	F	UNEP-WCMC, UK	* https://cobracollective.org/resources/ (English and Spanish)
E-module	Traditional knowledge, it's importance and relevance for conservation and development, Ingwall-King, L., 2021	UK	UK	F	UNEP-WCMC, UK	https://traditionalknowledge.unep-wcmc.org/
Webinar	Webinar in developing a Traditional Knowledge National Action Plan, Mendonca, S., 2021	Guyana	Guyana	M	EPA, Guyana	https://vimeo.com/612415979

Annex 6 Darwin Contacts

Ref No	24-026

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Checklist for submission

	Check
Is the report less than 10MB? If so, please email to Darwin-Projects@ltsi.co.uk putting the project number in the Subject line.	✓
Is your report more than 10MB? If so, please discuss with Darwin-Projects@ltsi.co.uk about the best way to deliver the report, putting the project number in the Subject line.	n/a
If you are submitting photos for publicity purposes, **do these meet the outlined requirements (see section 10)?**	✓
Have you included means of verification? You should not submit every project document, but the main outputs and a selection of the others would strengthen the report.	✓
Do you have hard copies of material you need to submit with the report? If so, please make this clear in the covering email and ensure all material is marked with the project number. However, we would expect that most material will now be electronic.	n/a
Have you involved your partners in preparation of the report and named the main contributors	✓
Have you completed the Project Expenditure table fully?	✓
Do not include claim forms or other communications with this report.	